

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Dr. Timothy Dohrer

Official School Name: New Trier Township H S Winnetka

School Mailing Address:
385 Winnetka Ave
Winnetka, IL 60093-4238

County: Cook State School Code Number*: 144430

Telephone: (847) 446-7000 Fax: (847) 446-4759

Web site/URL: http://www.newtrier.k12.il.us/ E-mail: dohrert@newtrier.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Linda Yonke

District Name: New Trier Twp HSD 203 Tel: (847) 446-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. James Koch

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 12 | Elementary schools |
| 2 | Middle schools |
| 5 | Junior high schools |
| 1 | High schools |
| | Other |
| 20 | TOTAL |

2. District Per Pupil Expenditure: 17541

Average State Per Pupil Expenditure: 9907

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

6 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	551	492	1043
2			0	10	530	494	1024
3			0	11	560	473	1033
4			0	12	570	481	1051
5			0	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				4151

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
8 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
3 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	200
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	155
(3)	Total of all transferred students [sum of rows (1) and (2)].	355
(4)	Total number of students in the school as of October 1.	4178
(5)	Total transferred students in row (3) divided by total students in row (4).	0.085
(6)	Amount in row (5) multiplied by 100.	8.497

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 91

Number of languages represented: 15

Specify languages:

Albanian, Farsi, French, German, Hebrew, Korean, Malay, Mandarin, Pilipino, Polish, Portuguese, Russian, Spanish, Swedish, Thai

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 74

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 681

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>37</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>202</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>452</u> Specific Learning Disability
<u>151</u> Emotional Disturbance	<u>63</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>34</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>119</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>16</u>	<u>0</u>
Classroom teachers	<u>383</u>	<u>39</u>
Special resource teachers/specialists	<u>41</u>	<u>4</u>
Paraprofessionals	<u>27</u>	<u>0</u>
Support staff	<u>296</u>	<u>8</u>
Total number	<u>763</u>	<u>51</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	94%	95%	95%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate	1%	0%	0%	0%	1%

Please provide all explanations below.

Daily student attendance for the 2006-2007 school year was affected due to a Pertussis outbreak.

No student dropout rate for 2006-2007, 2005-2006 and 2004-2005 school years.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	1050	
Enrolled in a 4-year college or university	95	%
Enrolled in a community college	3	%
Enrolled in vocational training	0	%
Found employment	1	%
Military service	0	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

New Trier Township High School District 203 is a comprehensive four-year high school in Northfield and Winnetka, Illinois, along the Lake Michigan shore and approximately 16 miles north of Chicago. Since 1901, New Trier has served Chicago's North Shore suburban communities of Glencoe, Kenilworth, Northfield, Wilmette, Winnetka and portions of Glenview and Northbrook — communities that reflect a tradition of support for academic and cultural achievement. Approximately 1,000 freshmen are housed on the Northfield Campus and 3,000 sophomores, juniors, and seniors are housed on the Winnetka Campus. As evidence of the New Trier motto, "to commit minds to inquiry, hearts to compassion, and lives to the service of humanity," New Trier offers numerous opportunities for learning and involvement outside of the classroom in activities, athletics, fine/performing arts, and social service:

- More than 150 clubs and other student activities, including an extensive social service component
- 30 interscholastic athletic teams (winning more athletic state championships than any high school in Illinois interscholastic history) and an extensive intramural program
- Fine/Performing arts program recognized among the nation's top 25 by the U.S. Department of Education, including a 2007 Grammy award winning music department that is cited as the "best music education program in the country."

At the heart of our school is our Adviser System. Developed in 1928 as one of the nation's first high school advisement programs, it is based on the belief that classroom teachers who see students daily can be the best counselors. The adviser is a faculty member who accepts the adviser assignment as one-fifth of the teaching responsibility. An adviser is an empathetic counselor who is the first resource for students in matters of personal adjustment and academic counseling. A student looks to the adviser as an adult role model who provides valuable guidance and insightful perspectives. The adviser also is the primary high school contact for parents and teachers. The adviser — along with the student's parents — helps the student plan an academic program suited to his or her ability and post-high school plans. At New Trier, more than 160 adviser rooms of approximately 25 students each meet daily for 25 minutes. Adviser rooms are designed for students of all ability levels, with varied interests and from different communities. During the 25 minutes each school day, students develop a rapport with their adviser and each other. Throughout their four years together, advisees form new and lasting friendships and develop an appreciation for students they otherwise might not meet.

New Trier High School's academic program is second to none, boasting some of the highest and most constant state and national test scores in the country. In 2008, the senior class had a composite ACT score of 26.9 and 96% of AP scores were a 3 or better. A rigorous ability level system allows teachers to customize and differentiate instruction to students. The teachers are highly educated and serve as national leaders in their content areas. A decades-old merit pay system encourages teachers to all become "Master Teachers" or "Leader Teachers". Students can choose from seven different languages, a wide array of Advanced Placement courses, innovative science courses including Forensic Science and Marine Biology, and broad elective offerings such as architecture, web design, glass art, and outdoor education. This rich curriculum and rigorous instruction are embraced by our students who graduate with 98% enrolling in college, 95% going to four-year bachelor programs. By all measures, quantitative and qualitative, New Trier High School has achieved a level of excellence that is truly remarkable.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

New Trier High School's state test scores have remained remarkably stable over five years. They have also been among the best in the state, with New Trier scoring the highest every year for a regular public high school. What is truly remarkable about this is that these scores have remained so high and stable despite an increase in the number of students taking the test. Additionally, the percentage of students scoring at the "Advanced" level has been around 40% on both Reading and Mathematics during that time. The combined percentage of students attaining either "Proficient" or "Advanced" has remained stable in both categories at around 88%. In Illinois, "Proficient" or "Meets Standards" is defined as: "Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems." The level "Advanced" or "Exceeds Standards" is defined as: "Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results." Our largest subgroup, Students with Disabilities, also has remarkably stable scores over five years with Reading scores around 60% Proficient or Advanced in Reading and most recently 57% in Mathematics. We have recently instituted several changes to reduce the disparity between the grade level and Students with Disabilities subgroup test scores. This includes using new reading/software programs such as Read 180 to improve literacy performance, as well as instituting IEP Plus software for tracking individual IEP performance. We have also added new courses in skill development to target individual student needs in reading and mathematics. We have seen some improvements in our test scores from 2007 to 2008 thanks to these new initiatives. State assessment information can be found at www.isbe.net and at the Illinois Interactive Report Card website at <http://iirc.niu.edu/>.

Because New Trier High School matriculates such a high percentage (98%) of students to colleges and universities, other assessment measures are important to our students, parents, and staff. Traditionally, New Trier has been among the best in the nation on national measures such as the SAT, ACT, and Advanced Placement tests. In 2008, 97% of our seniors took either the SAT or the ACT. On the ACT, the Class of 2008 scored a composite of 26.9 compared to the Illinois composite of 20.7 and the National composite of 21.1. That class also had 36 National Merit Finalists and 22 National Merit Scholarship Winners. On the Advanced Placement exams, 96% of the scores were 3 or better with 49% of the students receiving a score of 5.

2. Using Assessment Results:

Each year, assessment data is analyzed in a report to the School Board. This data has been used to identify target areas within the school for improvement. For example, while Reading scores have remained stable over time, there are still around 12% of students not meeting Proficient levels. Those results have led to the creation of a district-wide Literacy program focusing on individual student support, classroom support, and professional development. The same approach has been used in Mathematics where additional course offerings and double-period Algebra classes are giving students more opportunities to learn math over three or four years. The biggest impact of assessment data is in our Students with Disabilities subgroup and with Limited English Proficiency students. Over the past two years we have begun offering targeting skill instruction in these two groups, focusing on Reading, Writing, and Mathematics. The District has increased staffing in these areas and the Departments have shifted resources to provide this skill instruction. We have also started utilizing instructional technology and administrative technology to better teach, manage, and track data with IEP and LEP students.

3. Communicating Assessment Results:

The main vehicle for communicating assessment results is the New Trier High School Profile, a publication published each fall that outlines our test results and basic curriculum. This Profile is mailed to every home in the community and is posted on our website. It is also mailed out to every college and university with each student's transcripts and recommendations. In a study conducted by the district last year, a majority of college admissions officers reported that our Profile was among the best in the country. Additionally, our assessment data is published in local and regional newspapers each year. It is also available on the Illinois Interactive Report Card website, which allows users to see assessment data for every school in the state and to compare those results very easily. Finally, each year the Assistant Superintendent for Academic Services presents a Standardized Test Report to the Board of Education in an open session and answers questions on the data therein.

4. Sharing Success:

New Trier High School staff and administrators are active members of several local, regional, and national organizations that allow us to share our success with other schools. Within our township, New Trier works with its Sender Schools to strengthen the transition of our students from elementary school to high school. Within our Central Suburban League Conference, the superintendents, principals, and assistant superintendents all meet on a monthly basis to share information and support one another. New Trier is an active member of the North Suburban Educational Region for Vocational Education, which manages and distributes Perkins and Technical Education grants in various vocational education programs and courses. Among the staff, one can find members and leaders in every subject-area professional organization such as the National Council of Teachers of English, National Council of Teachers of Mathematics, the Association for Supervision and Curriculum Development, and the National Staff Development Council. Having made AYP every year, New Trier is asked by area districts to approve their School Improvement Plans, allowing us to mentor neighbor schools and support the hard work they are doing to improve teaching and learning. Part of our school motto is "to commit lives to the service of humanity", something we will continue to do as a Blue Ribbon School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

New Trier High School offers a comprehensive, liberal-arts curriculum that embodies our motto: “to commit minds to inquiry, hearts to compassion, and lives to the service of humanity.” Each course provides students with a highly rigorous curriculum that is focused on depth rather than breadth. Students are engaged from the moment they enter the classroom with an array of instructional techniques that challenge each person while building a safe and respectful learning environment where risk-taking is rewarded. Creativity, compassion, and passion are rewarded in these classes and can be evidenced by the artwork adorning our walls, the performances spilling into the hallways, and the fieldwork conducted by our students outside the school. The third part of our motto becomes the practical application of their coursework as students move into the real world to help others less fortunate, learn from practicing professionals via internships and guest speakers, and connect with students nationally and internationally.

Students take courses in typical departments like English, Mathematics, Social Studies, and Science. In each of these departments, students are offered a variety of choices in terms of sequences, pathways, and electives. For example, for over 80 years New Trier has offered interdisciplinary history and English classes taught by team-teachers. Juniors can take “American Studies” that combines U.S. History and American Literature. Since many of our students enter New Trier having taken Algebra, our capstone Math classes include MV Calculus/Linear Algebra, AP Statistics, and AP Computer Science. Several years ago, our science department began offering a new PCB sequence with students taking Physics first, then Chemistry, then Biology, which mirrors recent advancements in genetics. In Illinois, all students are required to take four years of Physical Education; New Trier students take classes in Kinetic Wellness, which includes traditional physical education curriculum but also health, lifetime fitness, outdoor education, leadership, and dance. New Trier offers seven languages through the Modern & Classical Languages department: Chinese, French, German, Hebrew, Japanese, Latin, and Spanish. Woven throughout all these departments is our remarkable Special Education department that works with hundreds of students with IEPs who take advantage of every course in our curriculum.

Beyond these core curriculum areas, New Trier offers an exciting array of elective programs in Art, Business Education, Music, Practical Arts, and Speech/Theatre. All New Trier students are required to take classes in these areas but they are also encouraged to take elective courses all four years, even allowing some students to earn advanced credit in them. These classes are the true embodiment of experiential, project-based learning as students not only learn the “theory” behind the discipline but then “practice” it via performances, projects, and hand-on activities. In the Performing Arts, our students have been recognized nationally for their excellence in dance, theater, debate, and music. This includes being recognized by the U.S. Department of Education as one of the nation’s top 25 programs, as well as a Grammy award for best school music department in 2007. In the Visual Arts, our students consistently score in the top percentage on the AP Art test, and our own in-school Ann Brierly Art Gallery provides students a venue for sharing their artwork with the world.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

Central to the work of the English Department is an unswerving commitment to quality — for teachers and students. The department seeks to strengthen students’ imaginative, aesthetic and intellectual faculties by

developing their capacity to understand and appreciate a range of literature from classics to contemporary. Students are encouraged to ask the important questions about the human experience and to make responsible judgments about the art it produces. For students who read widely and well, learning will be life-long and invigorating. Equally, students should perceive the strength, grace and flexibility of the English language and develop facility in writing, not only as a tool basic to all learning, but as a means of self expression that is thorough, precise and convincing. Instruction in writing stresses the malleability of the language, methods of development and design responsive to content, purpose and occasion. Four years of English are required of students for graduation. Literature, composition, and the study and use of language are integral to every course. Emphasis is placed upon the higher order thinking skills and the application of language arts skills in a variety of contexts. The English Department has established for students essential understandings in six areas that are closely aligned with the Illinois Standards in English: Writing, Reading, Speaking/Listening, Literature, Language, and Research. The school has identified Literacy as a top priority and has implemented programs at the individual, classroom, and teacher levels to improve student reading, writing, speaking, and listening skills, particularly among Limited English Proficiency learners, students with disabilities, and remedial learners. A cornerstone to this Literacy effort is the Reading and Writing Center, which is staffed throughout the day by both teachers and peer tutors. Instructional technology and the latest software are also being leveraged to improve literacy and monitor student progress toward improvement.

3. Additional Curriculum Area:

The science curriculum is oriented toward investigative processes designed to meet the individual student's needs and abilities. Through a variety of learning experiences, students are encouraged to engage in scientific inquiry to observe scientific principles that are established through careful observation; weigh facts and arrive at valid conclusions; appreciate the historical contributions of scientists; and recognize that science does not consist merely of facts and dogma, but that it is an exciting, dynamic process. There is a two-year science requirement at New Trier: one year of Biology and one year of a physical science. Many students take three years of science, especially with state universities in Illinois requiring three years. An increasing number of students are taking four years of science. Each course has a double period lab that meets twice a week and requires students to work both independently and collaboratively in groups through the scientific process.

While many of our students take a traditional sequence of science courses, New Trier's Science Department encourages students who have already taken Algebra 1 to enter the connected PCB sequence (Physics PCB, Chemistry PCB, Biology PCB). The PCB sequence provides students and teachers with an opportunity to make more specific connections between courses. For example, physics concepts such as of energy, waves, and thermodynamics provide a foundation for chemistry, and the chemical concepts such as bonding, energy, and functional groups enable students to explore the molecular aspects of biology in greater depth. Courses like Environmental Geoscience offer students a chance to understand how the planet works while raising their awareness about environmental and climate issues. Every course in the Science Department attempts to link the school's motto of inquiry, compassion, and service to the exploration and study of science.

4. Instructional Methods:

At the core of New Trier's philosophy is a belief in the whole child. Therefore, teachers have endeavored to match instruction to each student's specific learning needs. Systemically, this is done through the ability level system. Unique to New Trier High School, our ability level system offers courses at one of three levels: College Preparatory, Accelerated, or Honor/Advanced Placement. Consequently, students can select a level appropriate to their learning style and teachers can tailor instruction toward a specific band of student learners. In the classroom, our teacher to student ratio is kept as low as possible so teachers can get to know their students and their individual needs. This is especially true in our Special Education Department, where Case Managers meet several times a week with students in a Resource Seminar class with only a few students. We

also offer very small skill development courses in reading, writing, and math to target the IEP goals of our students with disabilities. In this way, we target the development of our instruction to help students in our largest student subgroup. Those Case Managers also keep in close contact with regular education teachers so each student is supported throughout their day. Finally, within each of our classrooms, our teachers utilize an array of instructional methods to differentiate the curriculum and instruction. Many of our teachers use Howard Gardner's approach to Multiple Intelligences and provide lessons that move from interpersonal to bodily-kinesthetic to the verbal-linguistic so that a variety of learning styles can be activated. Most teachers use tablet computers, projectors, and Blackboard websites to enhance and manage their lessons and the individual needs of their students through technology. In these ways, differentiated instruction is integrated throughout the school and the district.

5. Professional Development:

New Trier believes that the best way to improve student achievement is through excellent professional development that is aligned with the motto. Our program emanates from the individual needs of our staff and the collective needs of our departments and school. We also don't differentiate between certified and non-certified staff. Every fall, each staff member – teacher, support staff, administrator - has a goal-setting conference with their department chair or supervisor. They have honest conversations about strengths and areas of improvement, utilizing Characteristics of Professional Practice that describe various goals of knowing students, knowing teaching, knowing self, and knowing school culture. Each staff member chooses two goals to work on in the coming year and then create a Professional Development Plan for achieving those goals. This plan may include attendance at workshops, peer observations, taking courses, readings, or action research. At the departmental and school levels, we try to provide multiple opportunities for professional development throughout the year. Each month and once a quarter, departments are given time to develop programs where teachers can collectively explore a topic or teaching strategy. School-wide initiatives, often grounded in data collected about students, are given time at Institute Days, Staff Meetings, and through Staff Development Courses. Each year, the New Trier staff hears from at least one prominent, nationally-recognized researcher or innovative teacher, often with a chance to ask very specific questions. No staff development occurs at New Trier unless it is linked clearly to student learning and our learning goals. And while we have a rich orientation and induction program for our untenured teachers, even a 30 year veteran teacher is “in the process of becoming” and can benefit from provocative professional development.

6. School Leadership:

With the combination of our school motto (inquiry, compassion, service) and our belief in educating the “whole child”, every administrator in the district has a vested interest in some aspect of student achievement and success. Consequently, our administrative structure must, by definition, be collaborative, connected, and coherent. Our structure has been called “flat” because the power for decision-making has been diffused among the leadership team members. This has empowered individuals to make decisions and forced us to understand each other's role very clearly. There is no one single “instructional leader” at New Trier. Instead, every administrator is an instructional leader who works with others to achieve our goals. For example, when trying to address the 12% of students who are scoring below standards on the state assessment in reading, the Assistant Superintendent for Academic Services brought together a “think tank” of leaders ranging from the Testing Coordinator to the Special Education Department Chair to the Literacy Coordinator, not to mention teachers from every department. After much discussion, the group decided to conduct research on several topics, including the efficacy of several technology-based reading programs that might be used to target instruction with at-risk students. Each week, the Assistant Superintendent reported back to the district Administrative Team on progress so everyone was kept in the loop. Each summer this same Administrative Team holds a retreat to assess the past year and set goals for the coming year, assigning responsibilities for various tasks and identifying areas of professional development needed by the leaders to achieve those tasks. The Principal is the CEO (Chief Educational Officer) of these goals, making sure that on a day-by-day basis

that every adult is working towards them and that outstanding student learning is occurring in every classroom. The Principal's success is based on how well that occurs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Prairie State Achievement Examination (PSAE)

Edition/Publication Year: 2008 Publisher: ACT, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	88	88	89	90	91
% Advanced	45	39	34	35	40
Number of students tested	1011	1048	981	970	952
Percent of total students tested	99	99	100	99	98
Number of students alternatively assessed	10	4	2	8	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	57	49	51	64	63
% Advanced	16	17	4	11	8
Number of students tested	182	143	141	146	135
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 11 Test: Prairie State Achievement Examination (PSAE)
Edition/Publication Year: 2008 Publisher: ACT, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	87	85	89	87	88
% Advanced	39	34	43	40	34
Number of students tested	1011	1048	981	970	952
Percent of total students tested	99	99	100	99	98
Number of students alternatively assessed	10	4	2	8	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	61	57	60	59	62
% Advanced	15	17	12	18	11
Number of students tested	182	143	141	146	135
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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